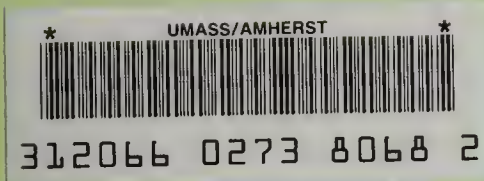


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Massachusetts State Council on Vocational Education  
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Prepared by Lee Teitel, Ed.D.  
Edited by Abigail T. Slayton

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Overall project coordination and editing was provided by Abigail T. Slayton, Executive Director of the Council.

John Erwin, Former Assistant to the Council, compiled much of the data for this report, while Thomas Shaughnessy, Council Assistant, was responsible for data summarization and layout.





## EXECUTIVE SUMMARY

At a time when national and state level reports consistently call for a workforce with skills in new technologies of high demand as well as generally better technological preparation, many secondary school vocational-technical educators are concerned that changes in the kinds of students they serve will make it increasingly difficult for them to teach those kinds of technologies. Specifically, some educators report an increase in the numbers and percentages of students who are deficient in academic skills and have special needs.

To investigate this problem, and as part of its Federal mandate to look at access and to biennially evaluate the vocational-technical system, the State Council on Vocational Education undertook a study of the enrollment patterns at vocational-technical schools. The purpose of the study was to document and understand any imbalances in enrollment patterns between comprehensive high schools and vocational-technical schools and to formulate policy resolutions which could improve the situation.

The study involved examination of enrollment statistics, on file with the Massachusetts Department of Education and focus group meetings with representative guidance counselors from "sending" middle and junior high schools and their "receiving" vocational-technical institutions along with follow-up interviews with counselors and officials in both types of schools. Recommendations were developed both from the counselors involved in the focus groups and from discussion and deliberations of the State Council.

### Enrollment Patterns

The statistical reports show a clear pattern of differential enrollments of special education and academically disadvantaged students. The percentage of students deficient in academic skills for all non-vocational-technical schools is 19%; for the vocational-technical schools, it is 43%. While 16% of all children in Massachusetts are involved in special education, the average enrollment for vocational-technical schools is 24% special education. Although no public school may exceed 29% special education enrollments without becoming considered a special education school, ten of the 26 vocational-technical schools have over 30%, with some schools reporting close to 40%.

This trend is even more noticeable when ninth grade enrollments are examined. Eleven regional vocational-technical schools exceed the 30% cut-off for ninth grade enrollments, with one school reporting a ninth grade class which is more than 60% special education students.

### Contributing Factors

- 1- Declining numbers of students in the school age cohort has led to:
  - a) lower admissions standards. Vocational-technical schools which formerly rejected more than half of their applicants are virtually de facto open admissions.





- b) a sense of competition in some locales for students. As one vocational-technical school counselor puts it, "Every 30 kids who come to (the regional vocational-technical school) mean one less teacher at the comprehensive high school."
- 2- Poor knowledge of what vocational-technical education provides is common on the part of students and parents, but also counselors and teachers in some areas. Students must make a major choice with, as one counselor puts it, a total exposure of about 15 minutes to a particular content area.
  - 3- An image of who attends -- the combination of perceived low admission standards and high percentages of special education and academically deficient students -- contributes to the reluctance of some students and parents.
  - 4- The decision to enroll in a vocational-technical school requires a conscious departure from the regular track. In the eyes of many, it closes doors on long-term college plans and requires a loss of connection to sports and other peer group activities.
  - 5- The high costs of special education outside placements pressures counselors to refer students to vocational-technical schools.

## Conclusions

It is the view of the State Council on Vocational Education that disproportionate over-enrollment of special needs and basic skills deficient students in vocational-technical schools is a symptom of a larger problem in the way vocational, technical and career-oriented education are integrated into the schooling of all students. Frequently, students are graduating from high schools in Massachusetts without adequate occupational preparation or information about the world of work.

## Recommendations

- 1- Require that all secondary school graduates be prepared for entry and success in college and/or a skilled job.
- 2- Ensure career education is a standard part of the curriculum in grades K-12.
- 3- Expose all public school counselors, and other relevant school personnel, to information and regular updates about vocational-technical careers and vocational-technical program opportunities.
- 4- Encourage and facilitate more flexible student sharing arrangements between vocational-technical schools and comprehensive high schools.
- 5- Encourage consultation among the counselors, and other relevant school personnel, from the middle and junior high schools, comprehensive high schools, and vocational-technical schools in the evaluation and placement of special education students.





## RESEARCH CONTEXT

At a time when national and state level reports consistently call for a workforce with skills in a number of high demand new technologies and a generally high level of technological preparedness, many secondary-level vocational-technical school educators are concerned that changes in the kinds of students they serve will make it increasingly difficult for them to teach those kinds of technologies. Specifically, some educators report an increase in the numbers and percentages of students who are deficient in academic skills or have special needs as well as a concurrent decline in academically average and above average students.

To investigate this problem, and as part of its Federal mandate to look at access and to biennially evaluate the vocational-technical system, the State Council on Vocational Education undertook a study of the enrollment patterns at vocational-technical schools. The purpose of the study was first to confirm or deny the existence of differential patterns of enrollments between comprehensive high schools and vocational-technical schools. Of particular interest has been the question of whether disproportionately high numbers of special education and academically deficient students are enrolled in vocational-technical schools. If the pattern was confirmed, the goal was to understand the forces that might lead to it and finally, where appropriate, to formulate policy resolutions which could improve the situation.





The first portion of the study was conducted through examination of enrollment statistics, on file with the Massachusetts Department of Education. The second part, a look at the contributing factors, was conducted through the use of focus groups composed of guidance counselors from "sending" middle and junior high schools and their "receiving" vocational-technical institutions along with follow-up interviews with counselors and officials in both types of schools. (See Appendix I for methodological details.) The final section of recommendations are drawn both from the counselors involved in the focus groups and from discussion and deliberations of the State Council.

### ENROLLMENT PATTERNS

The statistical findings, drawn from the Massachusetts Department of Education Basic Skills Testing Program Report, 1987-1988 and the October 1, 1988 Enrollment Report show a clear pattern of differential enrollments for special education and academically disadvantaged students.

The percentage of students deficient in academic skills for all non-vocational-technical schools is 19%; for the vocational-technical schools, it is 43%. (See Appendix II for percentages in each school.)

While 16% of all children in Massachusetts are involved in special education, the average enrollment for vocational-technical schools is 24% special education. Compared to the 16% average in non-vocational-technical schools, 23 of the 26 regional vocational-technical schools have special education



enrollments that exceed this average. This pattern is summarized in the table below.

	<u>Non-Vocational</u>		<u>Vocational Schools</u>
Basic Skills Deficient	19%	vs.	43%
Special Education	16%	vs.	24%

Although no public school may exceed 29% special education enrollments without becoming considered a special education school, ten of the 26 vocational-technical schools have over 30%, with some schools reporting close to 40%. This trend is even more noticeable when ninth grade enrollments are examined. Eleven vocational-technical schools exceed the 30% cut-off for ninth grade enrollments, with one school reporting a ninth grade class which is more than 60% special education students. (See Appendix III for percentages in each school.)

The data from the Department of Education reports show that concerns about academically deficient and special needs students are not unsubstantiated impressions of vocational-technical educators. This pattern is especially significant at a time when vocational-technical (with a marked emphasis on the latter) schools see their institutions poised for change, and are preparing to keep up with the changing demands of the workplace in the information age. Furthermore, when more than a third of the state's vocational-technical schools legally should be defined as special education schools, serious questions must be raised about mainstreaming and about how well those schools can continue to serve the interests of all students -- those with "special" needs as well as those with "regular" needs.

Factors which may have contributed to this discrepancy in enrollment patterns are considered in the next section, which





looks at the process by which students come to apply to vocational-technical schools.

### CONTRIBUTING FACTORS

The first section provided confirmation of the trend noted by many vocational-technical educators. This section addresses some of the underlying causes for the increase in academically deficient and special education students in vocational-technical schools and the concomitant decrease of the "average" or "above average" students.

#### 1. Competition for Enrollments

The first major contributing factor is the declining number of students in the school age cohort. This population trend has led to two significant developments. The first is a sense of competition in some locales for students, something which can frequently affect the relationships between the sending and receiving schools. One vocational-technical counselor sums up the impact of this bluntly:

We used to work closely with (middle school) counselors...Now the counselors don't recruit for us; we do it ourselves. If they let it go at that, it would be okay. But, they recruit the students (back to the comprehensive high school). It's economic. Every 30 kids who come to (the regional vocational-technical school) mean one less teacher at the comprehensive high school.

Another vocational-technical school counselor notes that, in one of his feeder districts, college preparatory students are discouraged from applying to his school and if they do, the superintendent is notified of the name and address and will





contact the student. Furthermore, school administrators have made clear that they see the vocational-technical school as a threat to their enrollments. In one district, a dispute over how many students appropriately should be enrolled at the vocational-technical school led to a breakdown in communication that was so divisive that administrators held up the required sign-offs on applications for Perkins vocational education funds as "hostage" to a resolution of the dispute.

The sense of competition for students, while not reported in all districts, can be a powerful factor which shapes the relationships between the vocational-technical school and sending school guidance counselors. Several vocational-technical school counselors claim that sending school counselors are under strong pressure from their own administrations to limit the number of applications of "average" or "above average" students. For instance, one vocational-technical counselor tells of calls from a middle school counselor who was referring a particular student; the sending counselor said, "I'm getting pressure not to, but I'm going to do it (refer a student) anyway."

A second major consequence of a decline in the age cohort is a lower admission standard for the vocational-technical schools. Schools which formerly rejected more than half of their applicants are now virtually open to all. Although vocational-technical schools retain the legal right to reject students, counselors report that it is rarely done because of low enrollments and responsibilities as a public school. The perception that almost anyone can attend has contributed to a change in the image and expectations of potential students and



their parents and counselors. With the few exceptions of vocational-technical schools which remain selective (or at least selective from certain of their feeder communities), the substantial challenge has been to maintain admission standards -- or the illusion of such standards -- in an essentially open admissions environment.

That challenge was highlighted by the following interchange at one of the focus group meetings over the image of the quality of students attending vocational-technical schools:

Middle school counselor: Isn't that the vocational school's fault? If you have an image problem, you have to sell the middle schools on why it should be a positive experience. If you take at-risk students, you are doing it to yourself. You create your own image -- that you are schools for dropouts and flunkies.

Vocational-technical counselor: But we have no wait list. So we take who we can. Who the hell are we to turn away students? How can we tell the taxpayers that we are turning people away when seats are empty?...I hear what you are saying. I say, don't judge us by who comes; judge us by who makes it.

The same vocational-technical counselor went on to describe the not-so-subtle change in student attitude that the lack of selectivity creates. "Fourteen years ago there was anxiety about being accepted (here)." Students were required to make and keep appointments to tour the facility and to do shadowing in programs of their interest. "Now it's no big deal. People miss their dates -- their attitude is that, no matter what they do, they will get in."

The lack of selectivity also shows up in the use of the vocational-technical school as a fall-back option when parents and eighth graders make plans. Middle school counselors report that parents and potential vocational-technical students frequently approach high school options with the belief that the





student could try the local high school and "always go to the vocational school" if he or she does not succeed there.

Occasionally a vocational-technical school has been able to maintain an aura of selectivity. In some cases, this is due to demand in some of the sending communities exceeding the quota of seats held by that city or town. Consequently, a vocational-technical school might be under-enrolled in general and still be moderately selective from one or two of its feeder areas. In at least one case, the perception of selectivity is described as a carefully maintained "bluff." The vocational-technical counselor reports only rare turn-downs of students -- usually after a team evaluation determines unsuitability -- yet the vocational-technical school maintains the reputation of selectivity and high admission standards, thus "help(ing) the counselors keep the students in line." A sending school counselor in this vocational-technical region corroborated (in a separate interview) the success of this approach: "Our students know that \_\_\_\_\_ Tech must want them. Occasionally I hear comments about not going with those 'greasers,' but in general it is considered a reward to go there."

However, this successful "bluff" is more the exception than the rule. One vocational-technical school superintendent aptly describes the impact that the lower admission standards have on vocational-technical schools as "more than an image problem. It's a reality problem." As long as admission standards are low and the percentages of special education and academically weak students continue to rise, the superintendent argues that the reality is that vocational-technical schools will become less attractive to other students.





The impact of demographics is creating powerful changes in the vocational-technical schools. By working through the twin mechanisms of competition with sending districts for students and the difficulties of maintaining admission standards without real selectivity, demographics alone help explain some of the reason for the disproportionate numbers of academically deficient and special needs students at vocational-technical schools. The role that knowledge about vocational-technical education plays is considered in the next section.

## 2. Poor Information

A second factor contributing to the enrollment pattern is poor knowledge in some areas about what is offered by vocational-technical education. This knowledge is lacking in students and parents, but also in the counselors and teachers who advise them.

A middle school counselor notes the paucity of information with which an eighth grader must base the crucial decision of attending a vocational-technical school and the selection of a subject area: "The student (choosing a vocational-technical drafting program, for instance) might be basing that on five minutes of drafting in the slide show (seen by eighth graders on a tour of the vocational-technical school) and maybe a few minutes in the drafting lab; perhaps fifteen minutes altogether." Although many vocational-technical schools have longer exploratory sessions (up to a year) for students who are enrolled, decisions about whether or not to come to the



vocational-technical school often are made with very little information.

This lack of informational basis for decision-making is exacerbated by four factors. The first is the changing nature of the vocational-technical school. Both sending and receiving counselors frequently comment on the surprise that students (and sending school teachers and counselors) display at the sight of the many up-to-date computer labs they see on vocational-technical school tours. "Students expect to see us here with picks and shovels," comments one vocational-technical school counselor.

The second factor is the lack of personal preparedness of the students themselves. Students have only rarely been exposed to any form of career education and often lack a sense of the possibilities in the workplace beyond what goes on in their own families' occupations (if that). In some districts, cutbacks in industrial arts undermine further any exposure students might have to options other than academics. Furthermore, the lack of, or limitations on, hands-on exposure deprive the student of a sense of his or her personal abilities, aptitudes and interests.

A third problem is that important potential sources of information about career and career preparation options are the kindergarten through eighth grade teachers and counselors themselves. Yet, many of the sending school counselors will acknowledge their own inability to keep up-to-date on the vocational-technical offerings and the kinds of jobs for which they prepare students. Some vocational-technical counselors speak quite bluntly about the impact their middle and junior





high school counterparts' lack of exposure to vocational-technical education has:

The preparation of the middle school counselor doesn't include wide experiences (in the world of work). They are not prepared to counsel students in things they don't know. So they take the safe course, and tell the students to go the academic route because that is what they know -- academics.

Another vocational-technical counselor expresses his frustration over the pivotal role of relatively uninformed junior high school teachers.

Although many eighth graders are already decided (about attending a vocational-technical school) there is a larger group than we might think who are confused and undecided. They will turn to their teachers for information. It's illogical that teachers, who have never even been here, should be playing such an important role in the student's decision process.

These three factors, concerning the quality of information available to the deciding students and parents, combine to put a great deal of importance on whatever exposure the vocational-technical schools can offer to eighth grade students. In spite of the fact that most vocational-technical counselors agree that eighth grade is too late to provide the information and experiences needed as a foundation for proper decision-making, that is frequently their first entry-point into the system. The vocational-technical counselors in many systems offer information to potential students through tours, speakers (most report that their current students are their best spokespersons), informational videos, and brochures. Occasionally, vocational-technical counselors interested in providing vocational and technical program and career information feel excluded from full access to students by





administrative obstacles. An interchange at one of the focus group meetings highlights this perception:

Middle school counselor: (describing proudly his schools' procedure for providing information and access): We have changed from just talking to stragglers; now the vocational-technical people can talk to the entire assembly (of eighth graders). Then there is the bus trip. Any kid can go as long as he gets his parent's signature on an application.

Vocational-technical counselor: Why is it necessary to apply in order to go there for a visit?

Middle school counselor: We want to make sure they're serious. Otherwise we could be sending the entire eighth grade. (This is said as if that were a ridiculous and impractical notion.)

A second vocational-technical counselor: (from the regional vocational-technical school in that middle school's region): We would gladly take the whole eighth grade. Three years ago we had 25 applicants from your class of 250; this year it was 4 from your class of 185... We welcome the visits of all the students; they are good for perception changes about our school in the long run.

While the experience of feeling shut out or restricted in providing information to prospective students is relatively infrequent, it serves to highlight the paucity of information available to students and the limited role the vocational-technical counselors can play. In the case cited above, the reluctance of the middle school counselor was apparently well-meaning -- he was concerned that students not really interested in a vocational-technical program would make the bus trip less valuable for the few serious ones. Yet, in other cases, access might be limited due to the sense of competition between schools for student enrollment or perhaps due to an elitist attitude toward vocational-technical schools and who attends them, which is the next contributing factor to be discussed.



### 3. Elitism and Misperceptions

An "elitist" attitude prevalent in certain communities about what kind of students appropriately are enrolled in the vocational-technical school is cited by sending and receiving counselors as one of the most critical obstacles to the consideration of the vocational-technical school option by a broader range of students. An image of who attends -- the combination of perceived low admission standards and high percentages of special education and academically deficient students -- contributes to the reluctance of some students, parents and counselors to consider the vocational-technical schools for average and above average students.

Elitism gets expressed in the type of comments referred to earlier: the perception that vocational-technical schools become seen in the community as places for "dummies, flunkies and druggies," to quote some comments heard by a sending school counselor. The image of who attends -- worsened by the lack of selectivity detailed above -- is only the most recent overlay on an underlying "elitist" attitude toward vocational-technical education on the part of many communities. Sending school counselors frequently tell anecdotes about eighth graders in white collar communities whose interest in the vocational-technical option is stymied by strong parental opposition, and how some students forge parental approval forms in order to take the vocational-technical school tour. (A comparable, but much smaller, reverse phenomenon is reported in working class communities where, as one sending counselor puts it, "the vocational school is seen as a salvation...Even if the kid could







make it at Harvard, the parents push them into learning a skill.")

Elitist attitudes of parents in white collar communities is seen as a major impediment to attracting to vocational-technical education a broader mix of students who could undertake more of the academically challenging technical offerings. Much of the focus group meetings concentrated on formulating strategies to change these parental impressions -- including mailings and other direct approaches to parents, changing the names of institutions to emphasize the technical programs and working to change perceptions about postsecondary opportunities of vocational-technical school graduates.

Closely related to the problem of elitism in a community is what is seen by vocational-technical counselors as elitism on the part of some of their middle and high school colleagues. This can be exhibited in an unwillingness to refer or encourage students to consider the vocational-technical option. Some of that unwillingness may be attributed to the counselors' lack of information and exposure to options other than the academic. But in some cases, the sending counselors display an attitude vocational-technical counselors see as elitist. In one instance during a focus group meeting, a middle school counselor's reluctance to refer students was expressed as a dissatisfaction with the quality of education at the vocational-technical school. The counselor objected to the notion expressed by a vocational-technical counselor that the main impediment to vocational-technical school enrollments was that competition with academic school systems led the latter to "re-recruit"



students. The middle school counselor responds:

It's not that simple. Vocational schools have not done anything new in years. We don't have much contact with vocational schools...When I go to conferences, I never see anyone there from the vocational schools.

Another sending counselor expresses concern that the vocational-technical school is not an appropriate place for academically talented youth. She notes that 15 eighth graders who are going to the regional vocational-technical school placed at the postsecondary level in a standardized test. In the sending counselor's view, those students should clearly be going to an academic high school in a college-preparatory study program.

These criticisms speak to concerns about the general quality of instruction of vocational-technical education and about the appropriateness of it for academically capable students. Another concern, which is often cited as an important reason that above average students are discouraged from applying, is about what enrollment in a vocational-technical program will do to students' chances of attending college.

#### 4. College Preparation

The decision to enroll in a vocational-technical school requires a conscious departure from the norm. In the eyes of many, it requires an immediate loss of connection to sports and other peer group activities in addition to closing doors on long-term college plans.

The short term consequences for all eighth graders who sign up for the vocational-technical school are noted by both vocational-technical and sending school counselors. They







include the need to remove oneself from one's peer group, the impact on social life, the need to take, in some cases, a long bus ride. Several educators expressed frustration that parents and students emphasize these issues and do not seem to recognize that a secondary vocational-technical program provides broader options for two-year postsecondary education or immediate workplace entry than the "general" program in comprehensive high schools. One vocational-technical counselor notes how these non-academic considerations help to shape the kind of applicant pool the school receives:

We'd like to have more a mix of students. I'd like to see more of the involved kids, the extracurricular students, coming to the voc-techs. We don't offer band or foreign languages; our athletics program is not a strong one; most of the better athletes go to the comprehensive high schools. We'd like to be able to attract the nice, average student who is in a general program heading nowhere.

Another, more long-term consideration of the impact of a student's decision to attend a vocational-technical high school concerns college enrollment/admission. Many sending counselors, parents and students believe going to a vocational-technical school would mean "closing the door" on students' college plans. Participants at the focus group meetings were mixed in their opinions about the truth of this belief. Some cited statistics about percentages of their graduates (as high as 28%) going on to college. Others acknowledged low college admissions rates, noting that, for instance, the lack of foreign language offerings make it less likely that students attending the vocational-technical school can meet admissions requirements of four-year colleges. Although they disagreed about the accuracy of the door-closing concern, all the counselors agreed on its



prevalence and on the importance it has in reducing the applications from average and above average students.

Counselors noted that this concern applies not only to top students who are clearly college-bound, but to average and below average students. Even parents of academically indifferent students are reluctant to send them to the vocational-technical school and express the hope that the student will "wake up in high school." They believe that if the student is unsuccessful at the comprehensive high school, he or she "can always go to the vocational school then." More recently, now that community colleges have mounted an increasing number of technical skill-oriented programs, that is also seen as a postsecondary fall-back position by parents.

The last several issues have focused on factors which tend to discourage application to the vocational-technical school of academically average or above-average students. The next and last factor discussed here as influencing the current mix of students in the vocational-technical system concerns the increase in referrals and applications of special education students.

## 5. Special Education Placements

The challenge of finding appropriate placements for special education students, along with the high costs of outside placements, puts pressure on middle and junior high school counselors to refer students to vocational-technical schools.

The growing numbers of special education students enrolled at the vocational-technical schools can be attributed, in part,







to the success those institutions have had in working with them. Sending counselors offer numerous anecdotes of success stories to underscore their enthusiasm for special needs students in vocational-technical education. But some also acknowledge the pressures put on local communities by the requirements of Chapter 766, the State Special Education Law, at times of declining budgets and increasing numbers of students designated with special needs.

Although some vocational-technical counselors point out that these pressures may lead to inappropriate placements of special education students, most acknowledge and are proud of the fact that, in many cases, the vocational-technical school provides a good option for students who will not be well served in the comprehensive high school.

A vocational-technical counselor with a background in vocational programs for special needs students commented on the complaint made by many vocational-technical educators about enrolling a disproportionate number of special education students: "The irony is that this is where these students belong." But, he continues, the net effect is that, as numbers increase, a balance point is reached and passed. Vocational-technical schools begin to have more students and staff associated with special education and it "becomes a self-fulfilling prophecy."

When other, non-special education students and parents stop seeing the vocational-technical schools as places for them, the counselor continues, the institutions get transformed to meet clientele needs. "You can only modify programs so far; otherwise you lose the standards of occupational education."



These comments best sum up the concerns of vocational-technical educators about the growing percentages of special education students with whom they are working. The concern is not that vocational-technical schools cannot work successfully with special education students, but that they have the desire and capacity to serve the entire mix of students who can benefit from the wide range of their programs.

### CONCLUSIONS

This study of access to vocational-technical education set out to examine the student mix in the vocational-technical schools of the Commonwealth. The research began by confirming the existence of an imbalance in enrollment at the vocational-technical schools, with a disproportionately high number of students who are academically deficient and who are special education identified. The study went on to uncover the factors that explain this imbalance and identified several problem areas in students' preparation for the world of work.

These problems go beyond concerns that vocational-technical schools may be impeded in their adaptations to the increasingly technological demands of the workplace by a student body which has a growing proportion of academically deficient or special education students and diminishing proportion of "general" and "college-bound" students. At least as important as this concern are the findings in the study that reflect on the occupational illiteracy of most students. Frequently, students are graduating from high schools in Massachusetts without adequate







vocational-technical preparation or information about the world of work.

The five recommendations below have been formulated by the State Council on Vocational Education to address these concerns.

### RECOMMENDATIONS

It is the view of the State Council on Vocational Education that disproportionate over-enrollment of special needs and basic skills deficient students in vocational-technical schools is a symptom of a larger problem in the way vocational, technical and career-oriented education are integrated into the schooling of all students.

The five suggestions which follow seek to emphasize the common features and communal aspects of the vocational-technical and comprehensive school systems. Their implementation will lead to a better utilization of the resources offered by the vocational-technical schools for a wider range of students. However, the recommendations go significantly beyond full use of our existing educational institutions, to offer improvements in our educational system as a whole in order that we might better develop our human resources to meet the rapidly changing needs of the workplace environment. The recommendations, which the Council urges the Massachusetts Board of Education and other appropriate state bodies to endorse and implement, are designed to aid all students to make informed choices and ultimately prepare them for meaningful positions in the economy and the society.



Recommendation #1: Require that secondary school graduates be prepared for entry and success in college and/or a skilled job.

Rationale: This goal applies to comprehensive as well as vocational-technical schools. It will help inculcate the importance of occupational preparation for success in the workforce for all students and make it an integral part of all school curricula. This recommendation focuses on the preparedness of youth for the life that awaits them subsequent to graduation. It also holds the comprehensive high schools to a standard of accountability which has long been required of the vocational-technical schools (to follow-up, and keep and provide data on graduates). Like the other recommendations, this one naturally gives an incentive to the comprehensive schools for collaboration with the vocational-technical schools and encourages cooperation to meet the needs of all the students in the system.

Recommendation #2: Ensure career education is a standard part of the curriculum in grades K-12.

Rationale: Proper attention to career education is not just a better way to prepare students to make more meaningful decisions about vocational-technical education, it is a critical complement to Recommendation #1. It is equally important for students in a college preparation path. Career education should be seen as a district-wide responsibility which will draw on the resources of (and therefore provide exposure to) the vocational-technical schools.

Recommendation #3: Expose all public school counselors, and other relevant school personnel, to information and regular updates about vocational-technical careers and vocational-technical program opportunities.

Rationale: Acknowledging the critical role of the teachers and counselors who are not at the vocational-technical school means both involving and educating them on career education and about the variety of options that exist for students. Vocational-technical staff should work with other counselors and school officials to develop efficient methods of educating and exposing teachers and counselors to career education principles and practices in general, and to vocational-technical offerings in particular. Such knowledge should be provided through in-service, required of all appropriate teachers and counselors, and ultimately ensured through certification requirements.







Recommendation #4: Encourage and facilitate more flexible student sharing arrangements between vocational-technical schools and comprehensive high schools.

Rationale: Flexible enrollments for a semester, a quarter year, or for some portion of the day could maximize the opportunities for students to experiment with vocational-technical education and otherwise make use of the resources of the vocational-technical school for all students. In addition to providing more opportunities consistent with the career education focus of these recommendations, creative "sharing" proposals might reduce some of the competitive, zero-sum aspects that affect the counseling process. This recommendation acknowledges and tries to encourage some innovative solutions to the problem of competition for a shrinking pool of students. If regions are held accountable for the college or job readiness of every high school graduate, a new impetus to utilize all the resources of the community may result.

Recommendation #5: Encourage consultation among the counselors, and other relevant school personnel, from the middle and junior high schools, comprehensive high schools and the relevant vocational-technical schools in the evaluation and placement of special education students.

Rationale: This approach would promote appropriate placements and also help dispel any impression that vocational-technical schools are being used as a "dumping ground" for special education students. It would also improve communication, encouraging all those involved in the counseling and referral of students on a regional basis to understand when placement in the vocational-technical school is appropriate.



## Appendix I

### FOCUS GROUP METHODOLOGY

Two focus groups sessions were held during May, 1989. In each session, approximately a half dozen counselors from vocational-technical schools met with their counterparts from middle and junior high schools as well as staff, consultants and members of the State Council on Vocational Education.

Participants were selected following a telephone survey of all vocational-technical high school guidance directors in Massachusetts conducted by the State Council. Respondents were asked to identify sending schools with which they had what they considered either a close and collaborative or a more distant relationship. The criteria for participation was the identification of at least one close relationship with a sending school and at least one distant relationship. Every school which met these criteria was invited to participate as were the sending schools they identified.

Focus group sessions of two hours each were structured with one session matching the vocational-technical guidance directors and guidance counselors from the "close" sending schools and the second session pairing the vocational-technical guidance directors with counselors from the schools with which they had more "distant" relations. In addition, follow-up telephone interviews were conducted with a number of participants.





## Appendix II

### BASIC SKILLS RESULTS

#### Averages for all NON VOCATIONAL Schools

Reading Passing Rate	87.2%
% Students Passing All Three Tests	80.6%

#### Averages for REGIONAL VOCATIONAL AND AGRICULTURAL Schools

Reading Passing Rate	69.4%
% Students Passing All Three Tests	57.6%

#### Averages for CITY AND INDEPENDENT VOCATIONAL Schools

Reading Passing Rate	69.4%
% Students Passing All Three Tests	55.1%

#### Averages for all VOCATIONAL SCHOOLS\*

Reading Passing Rate	69.4%
% Students Passing All Three Tests	56.9%

#### Averages for ALL HIGH SCHOOLS

Reading Passing Rate	84.7%
% Students Passing All Three Tests	77.3%

\* Includes all regional, independent, and city vocational high schools and all county agricultural schools.

ALL BASIC SKILLS DATA ARE TAKEN FROM THE MASSACHUSETTS BASIC SKILLS TESTING PROGRAM REPORT, 1987-1988.



# BASIC SKILLS RESULTS - REGIONAL VOCATIONAL AND AGRICULTURAL SCHOOLS

A = Reading Passing Rate

B = % of Students Passing All Three Tests

<u>SYSTEM</u>	<u>A</u>	<u>B</u>
ASSABET VALLEY	78	67
BAY PATH REGIONAL	84	73
BLACKSTONE VALLEY	76	66
BLUE HILLS REGIONAL	70	58
BRISTOL PLYMOUTH	85	73
CAPE COD REGIONAL	61	46
DIMAN REGIONAL	77	63
FRANKLIN COUNTY	60	42
KEEFE	61	42
LAWRENCE REGIONAL	54	41
LOWELL REGIONAL	62	52
MCCANN	86	74
MINUTEMAN	67	56
MONTACHUSETT	76	67
NASHOBA	71	55
NEW BEDFORD VOCATIONAL	69	58
NORTH SHORE REGIONAL	53	41
NORTHEAST METRO	65	51
OLD COLONY	69	59
PATHFINDER	61	55
SHAWSHEEN VALLEY	65	54
SOUTH SHORE	62	50
SOUTHEASTERN	78	69
TRI COUNTY REGIONAL	71	59
UPPER CAPE COD	51	41
WHITTIER REGIONAL	71	58

## Averages for REGIONAL VOCATIONAL AND AGRICULTURAL Schools

Reading Passing Rate	69.4
% Students Passing All Three Tests	57.6





# REGIONAL VOCATIONAL SCHOOLS AND SENDING TOWN BASIC SKILLS RESULTS

A = Reading passing rate

B = % of students passing all 3 basic skills tests

	<u>A</u>	<u>B</u>
<u>ASSABET VALLEY</u>	78	67
Berlin		
Hudson	85	79
Marlborough	90	75
Maynard	84	71
Algonquin Regional	97	94
--Northborough, Southborough		
Westborough	97	94
SENDING SCHOOL AVERAGES	90.6	82.6
<u>BLACKSTONE VALLEY</u>	78	67
Bellingham	90	88
Blackstone/Millville Reg.	81	79
--Blackstone, Millville		
Douglas	79	72
Grafton	93	89
Hopedale	98	95
Nipmuc Regional	98	98
--Mendon, Upton		
Milford	94	90
Millbury	87	79
Sutton	94	88
Uxbridge	72	66
SENDING SCHOOL AVERAGES	88.6	84.4
<u>BLUE HILLS VOC</u>	70	58
Avon	100	83
Braintree	94	91
Canton	98	96
Holbrook	95	90
Norwood	N	N
Randolph	94	86
Westwood	99	96
SENDING SCHOOL AVERAGES	97	90
<u>BRISTOL-PLYMOUTH VOC</u>	85	73
Berkley		
Bridgewater/Reynham Reg	87	81
--Bridgewater, Raynham		
Middleborough	74	69
Taunton	84	81
SENDING SCHOOL AVERAGES	81.6	77



# REGIONAL VOCATIONAL SCHOOLS AND SENDING TOWN BASIC SKILLS RESULTS

A = Reading passing rate

B = % of students passing all 3 basic skills tests

	<u>A</u>	<u>B</u>
<u>CAPE COD VOC</u>	61	46
Barnstable	90	85
Nauset Regional	92	90
--Brewster, Eastham, Orleans, Wellfleet		
Chatham	86	94
Dennis/Yarmouth High	89	82
--Dennis, Yarmouth		
Harwich	88	82
Provincetown	84	83
Truro		
SENDING SCHOOL AVERAGES	88.2	86
<u>FRANKLIN COUNTY VOC</u>	60	42
Pioneer Valley High		
--Bernardston, Northfield Warwick		
Mohawk Regional	94	80
--Buckland, Colrain, Heath, Shelburne		
Frontier Regional	87	80
--Conway, Deerfield, Sunderland		
Erving		
Turners Fall High	80	73
--Gill, Montague, Turners Falls		
Greenfield	84	78
Montague	80	73
New Salem		
Rowe		
Wendell	81	77
SENDING SCHOOL AVERAGES	84.3	76.8
<u>GREATER FALL RIVER</u>	77	63
Fall River	75	65
Swansea	91	82
Somerset	90	82
Westport	90	74
SENDING SCHOOL AVERAGES	86.5	75.8





# REGIONAL VOCATIONAL SCHOOLS AND SENDING TOWN BASIC SKILLS RESULTS

A = Reading passing rate

B = % of students passing all 3 basic skills tests

	<u>A</u>	<u>B</u>
<u>GREATER LAWRENCE</u>	54	41
Andover		
Lawrence	50	39
Methuen	80	71
North Andover	97	95
SENDING SCHOOL AVERAGES	75.6	68.3
<u>GREATER LOWELL</u>	62	52
Dracut	90	85
Dunstable		
Lowell	72	64
Tyngsborough	99	94
SENDING SCHOOL AVERAGES	87	81
<u>GREATER NEW BEDFORD</u>	69	58
Fairhaven	92	89
New Bedford	76	68
SENDING SCHOOL AVERAGES	84	78.5
<u>KEEFE TECH</u>	61	42
Ashland	92	91
Framingham	88	82
Holliston	98	95
Hopkinton	91	88
SENDING SCHOOL AVERAGES	92.3	89
<u>MINUTEMAN VOC TECH</u>	67	56
Acton-Boxborough High	97	95
--Acton, Boxborough		
Arlington	91	86
Belmont	94	87
Nashoba Regional	97	94
--Bolton, Stow		
Concord Carlisle High	96	94
--Concord		
Dover Sherborn Regional	98	98
--Dover		
Lexington	97	95
Lincoln Sudbury Regional	96	93
--Lincoln		
Needham	97	95
Weston	99	93
SENDING SCHOOL AVERAGES	96.2	93



# REGIONAL VOCATIONAL SCHOOLS AND SENDING TOWN BASIC SKILLS RESULTS

A = Reading passing rate

B = % of students passing all 3 basic skills tests

	<u>A</u>	<u>B</u>
<u>MONTACHESETT VOC</u>	76	67
Ashby	92	82
Barre		
Fitchburg	61	54
Gardner	87	82
Harvard	100	97
Hubbardston		
Lunenburg	97	93
Royalston	79	68
Sterling		
Winchendon	87	81
SENDING SCHOOL AVERAGES	86.1	81
<u>NASHOBA VALLEY</u>	71	55
Chelmsford	97	94
Groton	94	92
Littleton	95	92
Westford	90	83
SENDING SCHOOL AVERAGES	94	87
<u>NORTH SHORE VOC TECH</u>	53	41
Beverly	90	83
Boxford		
Danvers	89	85
Gloucester	88	79
Hamilton		
Lynnfield	97	94
Manchester		
Marblehead	94	91
Nahant		
Rockport	94	90
Salem	79	68
Swampscott	96	90
Wenham		
SENDING SCHOOL AVERAGES	91	85
<u>NORTHEAST METRO</u>	65	51
Chelsea	68	48
Malden	78	69
Melrose		
North Reading		
SENDING SCHOOL AVERAGES	73	28.5





# REGIONAL VOCATIONAL SCHOOLS AND SENDING BASIC SKILLS RESULTS

A = Reading passing rate

B = % of students passing all 3 basic skills tests

	<u>A</u>	<u>B</u>
<u>N. BERKSHIRE VOC</u>	86	74
Adams	88	84
Drury High	80	76
--Clarksburg, Florida, Monroe, N. Adams		
Williamstown	91	85
SENDING SCHOOL AVERAGES	86.3	81.6
<u>OLD COLONY VOC</u>	69	59
Achushnet		
Plymouth/Carver High	85	78
--Carver		
Old Rochester	93	92
--Rochester, Mattapoisett		
SENDING SCHOOL AVERAGES	89	85
<u>PATHFINDER VOC</u>	61	55
Belchertown	88	84
Quabbin Regional High	91	87
--Hardwick, New Braintree		
Monson	91	84
Palmer	95	92
SENDING SCHOOL AVERAGES	91.3	86.8
<u>SHAWSHEEN VALLEY</u>	65	54
Bedford	91	87
Billerica	94	90
Burlington	93	88
Tewksbury	92	87
Wilmington	88	84
SENDING SCHOOL AVERAGES	91.6	87.2
<u>SOUTH SHORE VOC</u>	62	50
Abington	85	74
Cohasset	89	85
Hanover	94	91
Norwell	96	91
Rockland	94	88
Scituate	92	87
SENDING SCHOOL AVERAGES	91.7	87.7



# REGIONAL VOCATIONAL SCHOOLS AND SENDING TOWN BASIC SKILLS RESULTS

A = Reading passing rate

B = % of students passing all 3 basic skills tests

	<u>A</u>	<u>B</u>
<u>SOUTHEASTERN VOC</u>	78	69
Brockton	74	63
East Bridgewater	89	79
Foxborough	97	93
Mansfield	94	88
Norton	87	82
North Easton		
Sharon	98	98
Stoughton	92	86
West Bridgewater	96	94
SENDING SCHOOL AVERAGES	90.9	85.4
<u>S. WORCESTER VOC</u>	84	73
Auburn	88	84
Shepard Hill Regional	83	77
--Dudley, Charlton		
Oxford	90	86
Southbridge	88	83
Webster	93	89
SENDING SCHOOL AVERAGES	88.4	83.8
<u>TRI COUNTY VOC TECH</u>	71	59
Franklin	88	84
Medway	97	94
Millis	95	92
N. Attleborough	93	89
King Philip Regional	96	92
--Norfolk		
Seekonk	80	70
Dover Sherborn	98	98
--Sherborn		
Walpole	95	93
SENDING SCHOOL AVERAGES	92.8	89
<u>UPPER CAPE VOC</u>	51	41
Bourne	88	83
Falmouth	91	85
Old Rochester Regional	93	92
--Marion		
Sandwich	97	93
Wareham	94	84
SENDING SCHOOL AVERAGES	92.6	88





## REGIONAL VOCATIONAL SCHOOLS AND SENDING TOWN BASIC SKILLS RESULTS

A = Reading passing rate

B = % of students passing all 3 basic skills tests

	<u>A</u>	<u>B</u>
<u>WHITTIER VOC</u>	71	58
Amesbury	94	86
Georgetown		
Pentucket Regional		
--Groveland, W. Newbury		
Haverhill	81	76
Ipswich	93	90
Triton Regional	88	81
--Newbury, Rowley,		
Salisbury		
Newburyport	92	84
SENDING SCHOOL AVERAGES	89.6	83.4

### Regional School Dropout and Basic Skills Information

Reading Passing Rate	69.4
Students Passing All Three Tests	57.6



BASIC SKILLS RESULTS - CITY AND INDEPENDENT VOCATIONAL SCHOOLS

A = Reading Passing Rate

B = % of Students Passing All Three Tests

<u>SYSTEM</u>	<u>A</u>	<u>B</u>
MEDFORD VOC. TECH.	69	56
LEOMINSTER HIGH TRADE		
LYNN VT INSTITUTE	59	42
PEABODY VOC. HIGH	76	58
PITTSFIELD VOCATIONAL		
QUINCY VT HIGH	79	64
WALTHAM VOCATIONAL HIGH	58	29
WESTFIELD VT HIGH	70	58
WEYMOUTH VOC. TECH. HIGH	65	60
ATTLEBOR VOC.		
SMITH VOCATIONAL	79	69
WORCESTER VOC. TECH. HIGH	70	54
FANNING TRADE	69	61

Averages for CITY AND INDEPENDENT VOCATIONAL Schools

Reading Passing Rate	69.4
% Students Passing All Three Tests	55.1





CITY VOCATIONAL SCHOOLS AND SENDING TOWN BASIC SKILLS RESULTS

A = Reading passing rate

B = % of students passing all 3 basic skills tests

	<u>A</u>	<u>B</u>
ATTLEBORO VOC.		
Attleboro High	87	72
HOLYOKE VOCATIONAL		
Holyoke High		
LEOMINSTER HIGH TRADE		
Leominster High School	78	67
LYNN VT INSTITUTE	59	42
Lynn Classical	61	53
Lynn English	61	51
MEDFORD VOC. TECH.	69	56
Medford High School	89	86
PEABODY VOC. HIGH	76	58
Peabody High School	91	85
PITTSFIELD VOCATIONAL		
Pittsfield High	88	83
Taconic High	90	83
Hibbard Alternative	22	17
QUINCY VT HIGH	79	64
Quincy High	87	79
North Quincy High	85	91
WALTHAM VOCATIONAL HIGH	58	29
Waltham High	91	87
WESTFIELD VT HIGH	70	58
Westfield High	90	86
Westfield Alternative		
WEYMOUTH VOC. TECH. HIGH	65	60
Weymouth North High	87	82
Weymouth South High	93	90
Weymouth Alternative		



# BASIC SKILLS RESULTS - NON-VOCATIONAL SCHOOLS

A = Reading Passing Rate

B = % of Students Passing All Three Tests

<u>SYSTEM</u>	<u>A</u>	<u>B</u>
ABINGTON	85	74
AGAWAM		
AMESBURY	94	86
ANDOVER		
ARLINGTON	91	86
ASHLAND	92	91
ATTLEBORO	87	72
AUBURN	88	84
AVON SENIOR	100	83
AYER SENIOR	91	78
BARNSTABLE	90	85
BEDFORD	91	87
BELCHERTOWN	88	84
BELLINGHAM	90	88
BELMONT	94	87
BEVERLY	90	83
BILLERICA	94	90
BRIGHTON	60	50
CHARLESTOWN	63	41
DORCHESTER	59	35
BURKE	57	43
E. BOSTON	82	71
ENGLISH	64	53
MADISON PARK	44	29
BOSTON LATIN ACADEMY	96	94
HYDE PARK HIGH	68	58
JAMAICA PLAIN HIGH	64	44
BOSTON LATIN SCHOOL	98	97
SOUTH BOSTON HIGH	65	48
WEST ROXBURY HIGH	43	24
BOSTON TECHNICAL	76	59
UMANA HIGH	74	62
BOSTON HIGH	60	42
COPLEY SQUARE HIGH	72	59
BOURNE HIGH	88	83
BRAINTREE HIGH	94	91
BROOKLINE	91	85
BURLINGTON HIGH	93	88
CAMBRIDGE R & L	74	62
CANTON HIGH	98	96
CHATHAM HIGH	86	94
CHELMSFORD HIGH	97	94
CHELSEA HIGH	68	48
CHICOPEE HIGH	83	74
CHICOPEE COMP	89	68
BROCKTON HIGH	74	63
CLINTON HIGH	89	79





BASIC SKILLS RESULTS - NON-VOCATIONAL SCHOOLS

A = Reading Passing Rate

B = % of Students Passing All Three Tests

<u>SYSTEM</u>	<u>A</u>	<u>B</u>
COHASSET JR/SR HIGH	96	95
DANVERS HIGH	89	85
DARTMOUTH HIGH	94	91
DEDHAM HIGH	93	88
DOUGLAS MEMORIAL	79	72
DRACUT SENIOR HIGH	90	85
DUXBURY HIGH	96	94
E. BRIDGEWATER HIGH	89	79
EASTHAMPTON HIGH	87	76
E. LONGMEADOW HIGH	90	
OLIVER AMES HIGH		
EVERETT HIGH	69	58
FAIRHAVEN HIGH	92	89
DURFEE HIGH	75	65
FALMOUTH HIGH	91	85
FITCHBURG HIGH	61	54
FOXBOROUGH HIGH	97	93
FRAMINGHAM NORTH	96	93
FRAMINGHAM SOUTH	88	82
FRANKLIN HIGH	88	84
GARDNER HIGH	87	82
GLOUCESTER HIGH	88	79
GRAFTON MEMORIAL	93	89
GRANBY JR/SR HIGH	97	92
GREENFIELD HIGH	84	78
HOPKINS ACADEMY	94	88
HANOVER HIGH	94	91
BROMFIELD	100	97
HARWICH HIGH	88	82
HAVERHILL HIGH	81	76
HINGHAM HIGH		
HOLBROOK JR/SR HIGH	95	90
HOLLISTON HIGH	98	95
HOLYOKE HIGH		
HOPEDALE HIGH	98	95
HOPKINTON HIGH	91	88
HUDSON HIGH	85	79
HULL HIGH	80	69
IPSWICH HIGH	93	90
LAWRENCE HIGH	50	39
LEE HIGH	97	92
LEICESTER HIGH	78	72
LENOX MEMORIAL HIGH	96	93
LEOMINSTER HIGH	78	67
LEXINGTON HIGH	97	95
LITTLETON HIGH	95	92
LONGMEADOW HIGH	96	89
LOWELL HIGH	72	64



BASIC SKILLS RESULTS - NON-VOCATIONAL SCHOOLS

A = Reading Passing Rate

B = % of Students Passing All Three Tests

<u>SYSTEM</u>	<u>A</u>	<u>B</u>
LUDLOW SENIOR HIGH	88	81
LUNENBURG HIGH	97	93
CLASSICAL HIGH	61	53
LYNN ENGLISH HIGH	61	51
LYNNFIELD HIGH	97	94
MALDEN HIGH	78	69
MANSFIELD HIGH	94	88
MARBLEHEAD HIGH	94	91
MARLBOROUGH HIGH	90	75
MARSHFIELD HIGH	94	90
MAYNARD HIGH	84	71
MEDFIELD HIGH	98	97
MEDFORD HIGH	89	86
MEDWAY JR/SR HIGH	97	94
MELROSE HIGH		
METHUEN HIGH	80	71
MIDDLEBOROUGH HIGH	74	69
MILFORD HIGH	94	90
MILLBURY MEMORIAL	87	79
MILLIS HIGH	92	89
MILTON HIGH	95	92
MONSON JR/SR HIGH	91	84
NANTUCKET HIGH	85	82
NATICK HIGH	94	89
NEEDHAM HIGH	97	95
NEW BEDFORD HIGH	76	68
NEWBURYPORT HIGH	92	84
NEWTON NORTH HIGH	93	89
NEWTON SOUTH HIGH	98	96
DRURY HIGH	80	76
NORTHAMPTON HIGH	90	84
N. ANDOVER HIGH	97	95
N. ATTLEBORO HIGH	93	89
NORTHBRIDGE	97	94
N. BROOKFIELD HIGH	90	84
N. READING HIGH		
NORTON HIGH	87	82
NORWELL	96	91
NORWOOD HIGH		
PEABODY SCHOOL		
OXFORD HIGH	90	86
PALMER HIGH	95	92
VETERANS MEM. HIGH	91	85
PITTSFIELD HIGH	88	83
TACONIC HIGH	90	83
PROVINCETOWN HIGH	84	83
QUINCY HIGH	87	79
NORTH QUINCY HIGH	85	71
RANDOLPH HIGH	94	86





BASIC SKILLS RESULTS - NON-VOCATIONAL SCHOOLS

A = Reading Passing Rate

B = % of Students Passing All Three Tests

<u>SYSTEM</u>	<u>A</u>	<u>B</u>
READING MEMORIAL HIGH	94	87
REVERE HIGH	80	71
ROCKLAND SENIOR HIGH	94	88
ROCKPORT SENIOR HIGH	94	90
SALEM HIGH	79	68
SANDWICH HIGH	97	93
SAUGUS HIGH	87	78
SCITUATE HIGH	92	87
SEEKONK HIGH	80	70
SHARON HIGH	98	98
SHREWSBURY SENIOR HIGH	96	94
SOMERSET HIGH	90	82
SOMERVILLE HIGH	78	67
SOUTHBRIDGE HIGH	88	83
SOUTH HADLEY HIGH	93	88
SOUTHWICK HIGH	82	74
SPRINGFIELD CENTRAL HIGH		
HIGH SCHOOL OF COMMERCE		
PUTNAM VT HIGH	76	59
STONEHAM HIGH	96	86
STOUGHTON HIGH	92	86
SUTTON HIGH	94	88
SWAMPSCOTT HIGH	96	90
JOSEPH CASE HIGH	91	82
TAUNTON HIGH	85	81
TEWKSBURY MEMORIAL HIGH	92	87
TYNGSBOROUGH JR/SR HIGH	99	94
UXBRIDGE HIGH	72	66
WAKEFIELD MEMORIAL HIGH	89	85
WALPOLE HIGH	95	93
WALTHAM SENIOR HIGH	91	87
WARE HIGH	80	75
WAREHAM SENIOR HIGH	94	84
WATERTOWN HIGH	93	89
WAYLAND HIGH	97	94
BARTLETT JR/SR HIGH	93	89
WELLESLEY SENIOR HIGH	97	95
WESTBOROUGH HIGH	97	94
W. BRIDGEWATER JR/SR HIGH	96	94
WESTFIELD HIGH	90	86
WESTFIELD ALTERNATIVE		
WESTFORD ACADEMY	90	83
WESTON HIGH	99	93
WESTPORT HIGH	90	74
WEST SPRINGFIELD HIGH	86	79
WESTWOOD HIGH	99	96
WEYMOUTH NORTH HIGH	87	82



# BASIC SKILLS RESULTS - NON-VOCATIONAL SCHOOLS

A = Reading Passing Rate

B = % of Students Passing All Three Tests

<u>SYSTEM</u>	<u>A</u>	<u>B</u>
WEYMOUTH SOUTH HIGH	93	90
WEYMOUTH ALT HIGH		
WILMINGTON HIGH	88	84
MURDOCK HIGH	87	81
WINCHESTER HIGH	92	87
WINTHROP HIGH	92	82
WOBURN HIGH		
BURNCOAT HIGH	81	72
DOHERTY MEMORIAL HIGH	77	71
NORTH HIGH	79	65
SOUTH HIGH COMMUNITY	60	47
ACTON BOXBOROUGH REGIONAL	97	95
ADAMS/CHESHIRE REG.	88	84
AMHERST REGIONAL HIGH		
OAKMONT REGIONAL HIGH	96	93
ASHFIELD/PLAINFEILD		
ATHOL/ROYALSTON	79	68
MONUMNET MT. REGIONAL	93	85
TAHANTO REGIONAL HIGH	98	95
BLACKSTONE MILLVILLE	81	79
BRIDGEWATER RAYNHAM HIGH	87	81
COLRAIN CENTRAL		
WAHCONAH REGIONAL HIGH	89	87
CONCORD CARLISLE HIGH	96	94
DENNIS YARMOUTH HIGH	89	82
DIGHTON REHOBOTH REG.		
DOVER SHERBORN REG.	98	98
SHEPARD HILL REGIONAL	83	77
NAUSET REGIONAL HIGH	92	90
APPONEQUEST REGIONAL	88	82
FRONTIER REGIONAL HIGH	87	80
GATEWAY REGIONAL HIGH	92	81
GROTON DUNSTABLE REGIONAL	94	92
TURNERS FALLS HIGH	80	73
HAMILTON WENHAM HIGH	95	90
MINNECHAUG REGIONAL HIGH	91	89
HAMPSHIRE REGIONAL HIGH	97	93
HAWLEMONT		
KING PHILIP REGIONAL HIGH	96	92
KING PHILIP REGIONAL	86	64
LINCOLN SUDBURY REGIONAL	96	93
MARTHAS VINEYARD REGIONAL	94	84
MASCONOMET REGIONAL	98	96
NIPMUC REGIONAL HIGH	98	98
MT. GREYLOCK REGIONAL	91	85
MOHAWK TRAIL REGIONAL	94	80
NARRAGANSET REGIONAL	88	80





BASIC SKILLS RESULTS - NON-VOCATIONAL SCHOOLS

A = Reading Passing Rate

B = % of Students Passing All Three Tests

<u>SYSTEM</u>	<u>A</u>	<u>B</u>
NASHOBA REGIONAL	97	94
SWIFT RIVER		
ALGONQUIN REGIONAL	94	
NORTH MIDDLESEX REGIONAL	92	82
OLD ROCHESTER REGIONAL	93	92
PENTUCKET REGIONAL		
PLYMOUTH CARVER HIGH	87	82
PIONEER VALLEY	93	87
PLYMOUTH CARVER HIGH	85	78
QUABBIN REGIONAL	91	87
RALPH MAHER REGIONAL	81	77
SILVER LAKE REGIONAL HIGH	89	83
MT. EVERETT REGIONAL	83	70
SPENCER BROOKFIELD		
TANTASQUA REGIONAL	76	70
TRITON	88	81
WACHUSETT REGIONAL	95	91
QUABOG REGIONAL	89	86
WHITMAN HANSON	83	76



### Appendix III

#### PERCENTAGE SPECIAL EDUCATION ENROLLMENTS

##### Regional Vocational-Technical Schools

<u>School</u>	<u>Grade 9 Only</u>	<u>Grades 9-12</u>
Assabet Valley	35.1	25.3
Bay Path	24.3	25.4
Blackstone Valley	24.9	22.9
Blue Hills	41.1	32.7
Bristol-Plymouth	22.6	20.8
Cape Cod		38.2
Diman	20.2	16.5
Franklin County		32.4
Greater Lowell	24.4	25.4
Greater Lawrence	8.9	9.9
Greater New Bedford	10.8	10.4
Keefe Technical	37.7	35.7
Minuteman Technical	62.2	37.0
Montachusett	24.6	23.2
Nashoba Valley	41.5	31.6
Northeast Metropolitan		25.3
McCann Technical	11.6	11.6
North Shore	45.2	39.5
Old Colony	34.2	25.5
Pathfinder		25.6
Shawsheen Valley	32.9	30.4
Southeastern	24.6	19.6
South Shore		27.9
Tri-County	39.5	35.7
Upper Cape	40.0	32.0
Whittier	27.3	24.5

##### City and Independent Vocational Schools

<u>School</u>	<u>Grades 9-12</u>
Attleboro Vocational	24.6
Boston (Humphrey Center)	31.6
Holyoke (Dean Vocational)	16.0
Leominster Technical	30.3
Lynn Vocational-Technical	12.8
Medford Vocational	28.2
Norwood Vocational	7.9
Peabody Vocational	22.6
Pittsfield Technical	17.2
Smith (Independent)	19.7
Quincy Vocational	35.6
Waltham Vocational	21.0
Westfield Vocational	26.6
Worcester (Independent)	22.7







